

Virtual Instruction Plan

**Monmouth County Vocational School District
2022-2023 School Year**



Equitable Access to Instruction

MCVSD will ensure equitable access and opportunity to instruction for all students, ensuring that all students' varied and age-appropriate needs are addressed. Synchronous and asynchronous options will be utilized to maximize student learning and growth. If for any reason MCVSD must pivot to a remote learning or hybrid model, the following expectations and guidelines will apply:

Teacher Expectations

- Teachers will submit their weekly lessons via Google to their building principal.
- All teachers are expected to have a Google classroom and use Google Meet to facilitate instruction synchronously.
- Teachers may provide remote instruction from home, or they may be expected to provide remote instruction from their classroom and/or shops so they can utilize district technology, resources, materials, etc. to demonstrate techniques, labs, to support our learning environment.

Schedule

Students in the Career Academies will follow their building schedule and report to their assigned Google classrooms during class hours.

Shared Time students will continue to follow their schedules that have been provided for hybrid, but it will also be remote. Students required to attend vocational on A or B days will be required to log into their Google Classrooms during their assigned times. ***These times may differ for students since they will be required to attend remotely at their home schools and in some cases in-person at their home schools.***

All instructional staff will be assigned office hours designed by building principals. Teachers can schedule live Google Meets for demonstration purposes, but sending district schedules may prevent students from attending live. Teachers are encouraged to record and send all students or post on the learning management system. Office hours should be utilized for any student needing individualized support.

Attendance Monitoring Plan

- Teachers are recording attendance daily via daily "Do Nows", emails, Google forms, Google Hangout. They are reporting lates and absences to the building secretary who is recording attendance in PowerSchool.
- Students will be required to "sign in" via Google Form each morning before classes start, then will meet with their respective classes online.
- Teachers will report any absences to the building principal and building secretary.

- Secretaries report absences via PowerSchool.
- School counselors will follow up with students who are reported absent.
- To facilitate wellness check-ins, counselors and the nurse will work, in tandem, with their administrator to call students within their caseload.
- For period attendance, each student needs to turn in a form of electronic confirmation to their teacher. This could be via email, in Google Classroom, Google form, in Google Hangouts. If the student does not turn in something or sign in to Google Classroom for each period, he/she is marked absent for that class. If a student amasses three absences from a class, there is a call home.
- Teachers have been directed to reach out to parents/guardians once a week in the event the student is not completing the weekly workload. If students are not submitting work, the teacher first reaches out to the family, then the counselor, and then the principal will follow up. Documentation logs are maintained.

Shared Time Programs

- All students, Level I and II, must check in for attendance by program's start time. At that time the daily expectations will be shared and/or posted.
- Teachers will report any absences on PowerSchool.
- School counselors will follow up with students and/or sending district counselors for those that are regularly absent.

Grading

The purpose of each learning task is to continue instruction and measure learning with the goal of having students meet course objectives. Remediation will be provided as needed.

- Teachers may create alternate formative and summative assessments to assess proficiency.

Full-Time Learning

- All teachers are expected to create a Google Classroom and invite their building administrator as a collaborator.
- Teachers may use any method of instructional delivery that works best for their student population. (i.e Turnitin.com, KhanAcademy, Google Hangouts, Videos, etc.)
- Staff will use their preferred method to communicate with students, share assignments, due dates and lessons for the time school is closed. Instructors may provide instructional videos, post assessments, and initiate discussions.
- Teachers will be available during their scheduled class time to answer questions and provide clarification about assignments.

- Students can expect teacher acknowledgement to their questions and comments within the school day.

Share-Time Learning

- All teachers are expected to create a Google Classroom and invite their building administrator as a collaborator.
- Teachers may provide other appropriate hands-on learning activities such as project, demonstration of skills, etc.
- Students can expect a teacher’s acknowledgement of their questions and comments within the school day.

Share-Time Virtual Platforms

Class	Platforms for Instruction
Applied Mechanical Engineering	Google Classroom
Allied Health / LPN	Google Classroom, Examview Testing, Cengage MindTap
Auto Technology	Cengage MindTap simulations, Mitchell supplemental resource
Carpentry	Google Classroom
Commercial Art	Google Classroom
Cosmetology	Milady (Online), MindTap, Google Classroom
Culinary	Google Classroom
Dental Assisting	Google Classroom
Diesel	Google Classroom
Electrical	Google Classroom
Health Occupations (CNA)	Cengage MindTap

HVAC	Cengage MindTap
Marine Trades	Google Classroom
Plumbing/Pipefitting	Google Classroom
Welding	Google Classroom

Grading and Assessment Techniques

The purpose of each learning task is to continue instruction and measure learning with the goal of having students meet course objectives. Remediation will be provided as needed. Teachers may create alternate formative and summative assessments to assess proficiency.

When grading/assessing student work, it is important to note the priority is to assess in a manner that supports motivation, participation, and enhancement of in-person learning during a student's time in remote learning. The assessments or grading should not be punitive in any manner. Graded assignments can include but are not limited to:

- Reflection piece
- Discussion post
- Portfolio
- Self-assessment
- Virtual lab
- Reading response
- Journal entry
- Quiz
- Class participation
- Project
- Essay
- Video/Photo
- Action research project
- Presentation
- Submission of a demonstration or completed task

Alternate Modes of Instruction

If needed, teachers will use differentiated instruction strategies to address the needs of their ELL population. They will use closed captioning, voice typing, and add gestures. Teachers will give students a language toolbox and an anchor chart when needed.

Credit Recovery

Credit recovery options will be made available via NJ Virtual School if necessary.

Structured Learning Experience

- Students will not be expected to report to SLE sites for the duration of the school closure.
- The SLE agreement will not apply during the school closure period because the site will not be supervised by MCVSD SLE coordinators and mentors.
- The district will provide accommodations for hours (i.e CareerSafe modules, etc.) missed due to the school closure, as it relates to the graduation requirement.
- The SLE team for shared-time will create a Google Classroom to answer questions and address resume writing and interviewing skills.

Accelerating Completion of Credential Requirements

Programs will have to consider implementing a compressed curricula for CTE courses that focus on essential content. Career plans, secondary transition plans and IEP requirements for CTE students must be reviewed and addressed.

Modifying Work-Based Learning

The SLE Coordinator & building mentorship coordinators should contact employer partners to complete work-based learning hours or industry-mentored projects virtually. When virtual experiences are not practical, social distancing guidelines must be followed. Parent/caretake must approve their child going out to a work-based site during the pandemic and complete an approval form.

Questions to Consider

- Has our local department of health, county government, state, provided any guidance, waivers or other changes to work based learning (WBL) requirements?
- What capacity for WBL do local businesses have? Do they need interns and apprentices? Do they have time to coordinate job shadows or similar experiences?
- How will we continue to align WBL training plans with desired learning outcomes?

In-person Questions

- Will we allow students to go to a worksite, or are all off-campus activities cancelled?
- Will our industry partners allow learners and/or teachers on the worksite? Are

- there essential businesses in which we could place learners?
- If learners can be on worksites, what social distancing is required? How will we address liability? How will educators monitor the safety of students in those placements, as well as the desired learning outcomes?
 - How can we integrate SLE into the classroom through industry-driven projects or by transforming the classroom into a simulated business? Can industry partners/advisory board members to offer guidance, collaboration and evaluation in remote or socially distanced ways?

Remote Questions

- How can we use virtual platforms and other remote tools that connect learners and industry partners and help learners learn about work?
- Does our CTE program of study lend itself to virtual internships, apprenticeships or clinicals? Do we have industry partners who are in a position to support virtual interns or apprentices?
- How can we integrate SLE into the remote classroom through industry-driven projects or by transforming the remote classroom into a simulated business? Can industry partners offer guidance, collaboration and evaluation remotely?
- How can we use simulations to enable students to practice employability skills in authentic workplace scenarios?
- Will any worksite placements be allowed for students even if campuses remain closed?

Extra-Curricular Programs

Social opportunities will be provided, and if possible, student clubs will meet virtually. Student clubs may also host virtual events (talent shows, wellness hour, multi-cultural fair).

Community Programming

Advisory board meetings will meet virtually one per semester and PSFA meetings will meet monthly online as well. A calendar of meetings and events will be provided.

Professional Development

The district's SEL and diversity coaches will meet with staff members monthly to provide strategies related to culturally responsive teaching, socio-emotional learning and trauma informed teaching. This will be 45 minutes in length after school and online. The coaches will also provide a repository of resources for staff members.

Health Offices

- Nurses will be available for consultation via email during modified school hours with families/students (prevention methods, health plans, health assessments).

- Nurses will continue to check-in with students via email and/or phone who are recorded.

Guidance Departments

- School Counselors, School Psychologist, and the Student Assistance Coordinator will check-in with students in person, via email and/or phone. This will enable schools and support staff to stay connected with at-risk students and assist them with accessing community resources.
- MCVSD counselors will update students with information pertaining to college admissions, career exploration, work habits, and standardized testing. Shared-time school counselors will maintain lines of communication with resident school district counselors and support staff to provide student assistance. School Counselors, School Psychologist, and the Student Assistance Coordinator will assist individual students and groups toward overcoming obstacles to their personal growth, wherever they may be encountered and toward achieving optimum development of their personal resources.

Parent Communication Guidelines

- Staff will document all parental contact attempts.
- Staff must continue logging all students who are not active in completing virtual assignments and report these students to guidance and the building principal.
- If a teacher sends an email to a parent/guardian and there is no response within 24 hours, a phone call must be made.
- There are 2 options for making phone calls to not expose your phone number.
- To communicate with ELL families, teachers may use the [Talking Points app](#). This app allows teachers to write a text message in English and the message is translated into one of 100 languages for families according to their native language. The family receives the message as a text on their phone without downloading the app.

Communication & Addressing the Digital Divide

Ongoing communication and engagement with families and students is crucial throughout the year. For that reason, MCVSD established a COVID-19 specific website to provide resources and address frequently asked questions. Via the website, MCVSD can proactively communicate any changes in learning modalities as well as communicate new positive cases or exposures and implications to stakeholders. MCVSD will continue to survey stakeholders and communicate important updates via a newsletter.

To assess the technology needs of our students related to connectivity and appropriate devices, district administration will survey families of new and current students throughout the 22-23 school year to collect data on any potential digital divide issues.

Families indicating that Internet access is not available will be provided with district-provided Internet service, either in the form of a hotspot, or coordination with the family for district-sponsored cable-based Internet service for the home.

Families indicating that a suitable device is not available to support remote learning will be provided with a district device for the student. Once the district has finalized the total number of hotspots and devices required by all of our families, an order will be placed with suitable state contract vendors to obtain the necessary access and device technology. As devices are shipped to us, the district technology department will work with building administration to deploy solutions to all appropriate families.

Follow-up with the families will continue throughout the school year to verify access to Internet service and suitable devices in the event that family circumstances change. If new needs arise, then the district will follow the same process as above, to provide access and devices to those families in need.

Special Education & Related Services for Students with Disabilities

- Video conferencing for speech services is being provided through virtual meetings. Services being provided are adequate and meeting the students needs.
- MCVSD will provide services to full-time students on Saturday when school is back in session, if needed. Full time students may also receive compensatory services if unable to meet their needs remotely, when school reopens, or through extended school year.
- Counselors and support staff continue to check-in with students via email or phone. This has enabled schools to stay connected with at-risk students and assist them with accessing community resources.
- The MCVSD website is updated with community resources and MCVSD essential contact information.
- Any instructional videos have captioning to accommodate our Deaf and Hard of Hearing students.
- I&RS/504 teams conduct annual reviews and work collaboratively via Google Doc and Hangout.
- [Continuity of learning resources for students with disabilities](#)
- District Psychologist & SAC will share resources with staff weekly.
- District Psychologist will create a repository of SEL activities for staff members.

Provision of Meals

If for any reason the district has to pivot to solely a remote learning plan, students will access meals from via the service provided by their home school. The district has updated the website to include local food resources throughout the County. Counselors and administration will also include this information on the individual school’s website.

The district will continue to have the Free and Reduced Lunch Application on the website for any family to access. MCVSD receives students from 33 school districts in Monmouth County, and MCVSD will reimburse local school districts who are providing meal services to those students.

Transportation

The home sending district will continue to maintain this responsibility. MOESC and/or the home district will be responsible for enforcing proper sanitizing and social distancing protocols to help reduce the risk of infection if necessary.

Facilities Plan

If for any reason the district has to close due to a health emergency, buildings will continue to be maintained. Day and evening custodians will report to their respective building on an alternating basis and work 8 AM – 12 PM. The maintenance crew will report to their assigned buildings daily and work 8 AM – 12 PM and be on call from home after 12 PM.

Essential Employees

Name	Position	Building
Charles Ford	Superintendent	Districtwide
Sean Meehan	Asst. Superintendent	Districtwide
Joe Senerchia	Director of Student Services	Districtwide
Kelly Harmon	Director of Curriculum	Districtwide
Chris Widmer	Director of Technology	Districtwide
Dorothy Condon	Head Nurse	Districtwide
Tom Evancho	Asst. Principal of Curriculum	Districtwide
Gary Ortner	Supervisor of Building & Grounds	Districtwide
Fred Swain	School Data Technology Coordinator	Main Office- 4000 Kozloski Road, Freehold
Bruce Perrini	Maintenance Tech	Districtwide
Chris Ballas	Maintenance Tech	Districtwide
Gary Hackenberg	Maintenance Tech	Districtwide
Kelly Brazelton	Business Administrator	Main Office- 4000 Kozloski Road, Freehold
Linda Bastry	Executive Secretary	Main Office- 4000 Kozloski Road,

		Freehold
Elaine Sansone	Executive Secretary	Main Office- 4000 Kozloski Road, Freehold
Cynthia Bumbalo	Executive Secretary	Main Office- 4000 Kozloski Road, Freehold
Patricia Hynes	Executive Secretary	Main Office- 4000 Kozloski Road, Freehold
Bettina Havard	Secretary to Director of School Counseling	Main Office- 4000 Kozloski Road, Freehold
Karen Trujillo	Bookkeeper-Accounts Rec'ble	Main Office- 4000 Kozloski Road, Freehold
Ann Eichhorn	Bookkeeper- Accounts Payable	Main Office- 4000 Kozloski Road, Freehold
Lisa Zyskowski	Bookkeeper- Accounts Payable	Main Office- 4000 Kozloski Road, Freehold
Maria Soranno	Staff Accountant	Main Office- 4000 Kozloski Road, Freehold
Payroll Coordinator	Heidi Rochette	Main Office- 4000 Kozloski Road, Freehold
George Barreto Sr.	Information Technology	Neptune Annex/Districtwide
George Barreto, Jr.	Information Technology	Neptune Annex/Districtwide
Russ Watts	Information Technology	Neptune Annex/Districtwide
Chris Cullen	Custodian	Aberdeen Building
Rick Jackson	Custodian	Keyport Building
Brian Drovon	Custodian	Hazlet Building
Ralph Lengyl	Custodian	Middletown Building
Adam Cullen	Custodian	Marine Academy of Science & Technology
Norman Levers	Custodian	Academy of Law and Public Safety
Mike Marasuilo	Custodian	Culinary Education Center
Pat D'Ambrose	Custodian	Academy of Allied Health & Science
Courtney Williams	Custodian	Neptune Annex
Ray Peterson	Custodian	Communications High School
Pietro Mezzatesta	Custodian	Biotechnology High School
Joe Byrnes	Custodian	High Technology High School
Tim Banka	Custodian	Freehold Building
Jeremy Chickoree	Custodian	Career Center
Paul Mucciarone	Principal	Academy of Allied Health & Science
Sharon Bryant	Principal	Biotechnology High School
James Gleason	Principal	Communications High School
Teresa Hough	Principal	High Technology High School
Earl Moore	Principal	Marine Academy of Science & Technology
Jared Morris	Principal	Aberdeen, Keyport, Hazlet
Joe Diver	Principal	Academy of Law and Public Safety,

		Middletown
Megan Labas	Principal	Freehold Building, Tinton Falls
Jaime Soto	Principal	Culinary Education Center
Dana Schaed	Principal	Neptune Annex
Nathan Kraemer	Principal	Career Center
Lou Certo	Asst. Principal	Career Center

